ABORIGINAL EDUCATION
ENHANCEMENT AGREEMENT REPORT

– YEAR 1 –

School District No. 43 is the core territory for the Kwikwetlem First Nations people and lies within the shared traditional territories of the Tsleil-Waututh, Katzie, Musqueam, Squamish and Sto:lo Nations. The first *Aboriginal Education Enhancement Agreement* for S.D. No. 43 was signed in April of 2007. Implementation of the Agreement began in September 2007. It is an honour to present this, our first *Aboriginal Education Enhancement Agreement Report*, to the Aboriginal community and the Aboriginal Enhancement Branch of the Ministry of Education.

The Medicine Wheel is not part of the local Aboriginal tradition but its teachings are used by many First Nations Peoples. Each of the four areas of the wheel represents many things in the natural world and human life. With every topic that is viewed with the Medicine Wheel in mind, one is reminded of the fact that nothing stands alone; every action affects more that one area; and a conscious effort is needed to keep things in balance. It is through the lens of the Medicine Wheel that the goals of our *Enhancement Agreement* were developed and our first year of implementation was reviewed.

The four goals contained in the *Aboriginal Education Enhancement Agreement* were listed in the order of priority as identified by the Aboriginal community. The Agreement's *Framework for Success*, which identifies strategies and structures used to support the goals, will be evaluated and adjusted annually, according to the results indicated in this and subsequent reports. The 2007-2008 *District Performance Plan* (transitional *Accountability Contract*) includes a focus on the success of Aboriginal students in all goal areas. The specified targets for Aboriginal students match the targets for all students of S.D. No. 43 in 2010.

GOALS OF
THE COQUITLAM
ABORIGINAL ENHANCEMENT AGREEMENT

GOAL 1

Increase knowledge and respect for Aboriginal culture and history for all students

GOAL 2

Increase the number of Aboriginal students reporting feelings of safety and a sense of belonging

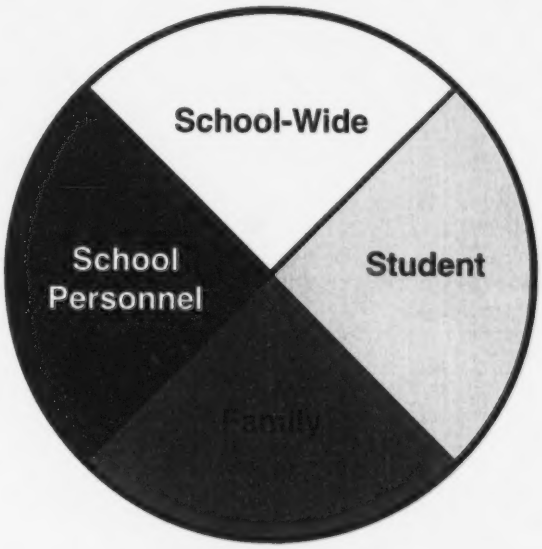
GOAL 3

Improve Aboriginal students' achievement

GOAL 4

Improve Aboriginal students' Grade-to-Grade Transition Rate and Six-Year Dogwood Completion Rate

During the first year, several existing strategies and structures from the Aboriginal Education Department were retained, with an evaluation component added to inform decision-making for the upcoming year. Each goal area has measurable targets, identified strategies and structures, and performance indicators. The *Framework for Success* ensures that the annual strategies and structures address four key audiences:
District-wide, to provide Aboriginal content for all students; **School Personnel**, to support schools in their efforts to improve the learning environment for the Aboriginal students; **Aboriginal Students**, to foster resiliency and support their personal goals; as well as improving connections and communication with **Families**. The interconnectedness of our actions is demonstrated in the fact that our strategies and structures are mentioned in more that one goal area.



During the first year of implementation the efforts of the Aboriginal Education Department can be categorized into the following four categories:

- **Enhancing and Supporting** (at the district and school level)
- **Assessing and Aiming** (reviewing the Framework for Success for alignment with the Agreement)
- **Communicating and Collaborating** (with students, families, schools and the community)
- **Building Foundations and Bridges** (focus on early learning, transition and post-secondary awareness)

GOAL 1

Increase knowledge and respect for Aboriginal culture and history for all students

PERFORMANCE INDICATORS

- Student participating in culturally-relevant activities
- Middle and secondary students reporting increased knowledge of Aboriginal culture and history

PERCENTAGE OF STUDENTS PARTICIPATING IN CULTURAL ACTIVITIES

* Participation based on numbers reported by teachers
* Population based on November '07 enrolment data for S.D. No. 43

	07/08	Participation	Population
Elementary	18%	2,221	12,131
Middle	14%	982	7,184
Secondary	22%	2,354	10,795
Total	18%	5,557	30,110

PERCENTAGE OF MIDDLE AND SECONDARY STUDENTS REPORTING INCREASED KNOWLEDGE OF ABORIGINAL CULTURE AND HISTORY

* Response based on number of students reporting an increase in knowledge
* Participation based on numbers of students, reported by teachers, who participated in a classroom presentation

	07/08	Response	Participation
Middle	79%	187	237
Secondary	77%	1,603	2,083
Total	77%	1,790	2,320

07/08 OBJECTIVES: GOAL 1

Develop and implement strategies and structures that:

- Increase the number of classroom presentations at the middle and secondary level
- Restructure Aboriginal Support Worker assignments to ensure presentations directly related to curriculum are developed and presented
- Increase awareness of presentation options available to classroom teachers
- Promote new on-line access to Aboriginal lending library for teachers
- Collect data from students and teachers re: classroom presentations and department-sponsored field trips

07/08 OBJECTIVES: GOAL 1 (cont'd)

Prior to the *Enhancement Agreement*, there were several strategies and structures in the Aboriginal Education Program's *Framework for Success* which already supported this goal. However, over the past several years, Aboriginal Support Workers (ASW) have been disappointed in the participation level of secondary students in the cultural offerings through the pull-out programs at schools. Several obstacles were noted. Students reported difficulty taking time away from classes and the desire to spend their unscheduled time with friends. In order to address Goal 1 in a meaningful way, it was necessary to restructure our service delivery model and ASW's school assignments.

Presentations directly related to the Social Studies curriculum from grades nine through eleven were created and offered to teachers in all secondary schools. Teacher and student evaluation forms were created to collect the baseline data required. ASW's who felt that Aboriginal students were still interested in participating in a cultural program at their secondary school(s) maintained existing pull-out programs.

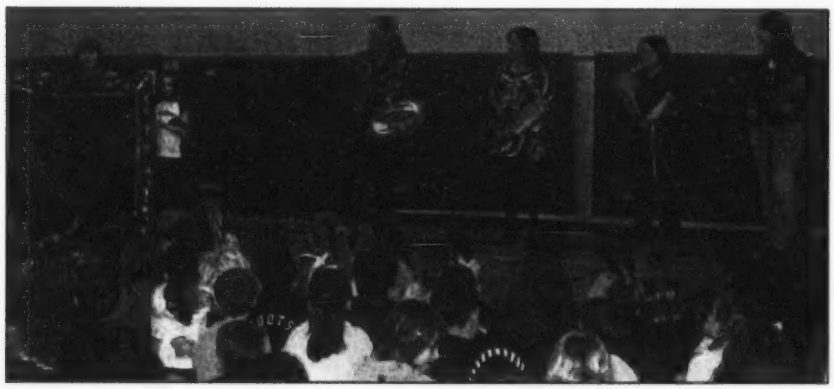
Throughout the year, secondary students were invited to participate in the cultural offerings that were available to teachers through the *Professional Development Opportunities* handbook. Teachers were also introduced to the resources available and familiarized with procedures for obtaining support for their classrooms through our staff, cultural presenters and newly-catalogued Aboriginal library.

DATA ANALYSIS: GOAL 1

The performance indicators reported this year represent baseline data. The information was gathered with locally-developed evaluation forms from classroom teachers and students.

For future consideration:

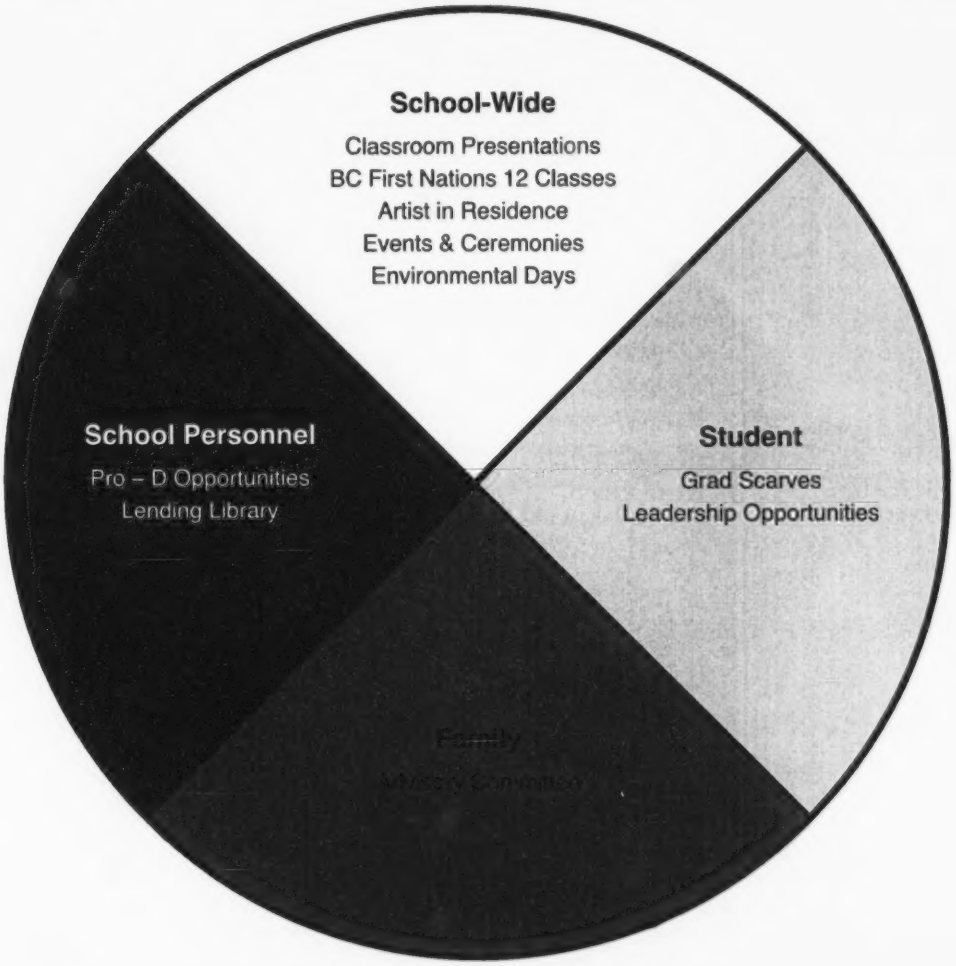
- Implementation of the new evaluation forms went well; however, the data does not include all presentations. A tracking system needs to be put in place to ensure that all evaluation packages are distributed and collected.



07 / 08 FRAMEWORK FOR SUCCESS (STRATEGIES & STRUCTURES)

GOAL 1

Increase knowledge and respect for Aboriginal culture and history for all students



GOAL 1

Increase knowledge and respect for Aboriginal culture and history for all students

07/08 FRAMEWORK FOR SUCCESS – GOAL 1		
	DESCRIPTION	**INDICATOR**
Classroom presentations	**Rationale:** Support and enhance classroom instruction and Aboriginal content requirements in classrooms throughout the district. **Procedures:** Aboriginal Support Workers' (ASW) caseloads were restructured in September 2007 in order to support *Goal 1*. This allowed one ASW the ability to create and present appropriate curriculum-based presentations for classrooms. Target area was secondary Social Studies courses. A variety of presentations were made available to elementary and middle schools. Aboriginal Leadership students assisted in presentations whenever possible.	numbers of students participating evaluation forms completed by sponsor teacher
Artist in Residence	**Rationale:** Provide schools with small or no Aboriginal enrolment the opportunity to participate in hands-on cultural activities. Students produced a large piece of Aboriginal artwork that had meaning for their community. It remains on display at each of the schools. **Procedures:** Students worked directly with the artist during the design and construction phases of creating a Button Blanket. Six schools participated. A special Button Blanket was made to commemorate the opening of Coquitlam Learning Opportunities Centre's (CLOC) new location. Several adult learners attending CLOC have Aboriginal ancestry. A glass etching was created for the lobby of the Board Office to commemorate the signing of the Enhancement Agreement, April 2007, and was dedicated prior to a School Board meeting in May 2008.	Baseline data has been recorded: numbers of students participating

07/08 FRAMEWORK FOR SUCCESS - GOAL 1 (cont'd)		
School-wide events (unveiling ceremonies / multicultural days)	**Rationale:** Share and teach local traditional customs in order to increase knowledge and understanding level of the Aboriginal culture to non-Aboriginal students and staff. **Procedures:** Aboriginal Education staff participated in multicultural days and school-wide events throughout the district, as requested by schools.	numbers of students participating teacher evaluation and feedback
Environmental Days	**Rationale:** Promote awareness and develop a willingness in all students to take care of the environment. **Procedures:** Three one-day field trips to Allco Park included workshops and presentations for six elementary and three middle school classes.	teacher evaluation and feedback
BC First Nations 12 Classes	**Rationale:** Provide cultural activities for the on-line and school-based classes. **Procedures:** On-line students included in the "Meet the Presenter" series of cultural Pro-D workshops. Cultural presenters provided hands-on activities during four after-school workshops and in-class presentations.	numbers of students participating students and teacher evaluation
Graduation Scarves	**Rationale:** Provide an opportunity for students to create a lasting memento that celebrates their heritage and their accomplishments, and can be worn at commencement and awards ceremonies. **Procedures:** Students from most secondary schools met with Aboriginal Department staff at one location after school. They were provided with the materials, direction, and support to create their own designs on a scarf to be worn with their caps and gowns during commencement.	number of students participating number of schools represented

07/08 FRAMEWORK FOR SUCCESS – GOAL 1 (cont'd)		
	DESCRIPTION	**INDICATOR**
Professional Development Opportunities	**Rationale:** Provide opportunities for teachers to become familiar with the resources available for their classrooms. **Procedures:** Monthly opportunities were made available to teachers and advertised in the school district's *Professional Development Opportunities* booklet. Flyers were distributed to target audience (e.g., middle school teachers) two weeks prior to workshops.	numbers of participants
Aboriginal Lending Library	**Rationale:** Make the specialized resources of the Aboriginal Library easily accessible to all district teachers. **Procedures:** Library has been catalogued by the district's Library Processing Department and is available on-line to all teachers in the district. (http://destiny.sd43.bc.ca/common/welcome.jsp?site=174)	number of resources borrowed by classroom teachers
Aboriginal Education Advisory Committee	**Rationale:** Ensure an Aboriginal perspective and voice guides the Aboriginal Education Program and discussions about educational opportunities for students. **Procedures:** The District Advisory Committee met four times during the 07/08 school year. The final 'Gathering' is held in June as a celebratory focus on student success, community building and cultural activities. It includes members from all partner groups, Coquitlam Teachers Association (CTA), Canadian Union of Public Employees (CUPE), Coquitlam Principals and Vice-Principals Association (CPVPA), Kwikwetlem First Nations and parents of students with Aboriginal ancestry.	increased parent participation representation at District Parent Advisory Council (DPAC)

GOAL 2

Increase the number of Aboriginal students reporting feelings of safety and a sense of belonging

PERFORMANCE INDICATORS

- Aboriginal students reporting that they feel safe at school
- Aboriginal secondary students reporting positive feelings about their school experience
- Aboriginal students missing 20+ days of school (K-8)
- Out-of-school suspension rates for Aboriginal students
- District Alternate Behaviour Programs data

PERCENTAGE OF ABORIGINAL STUDENTS REPORTING THEY FEEL SAFE ALL OF THE TIME OR SOMETIMES AT SCHOOL, AS INDICATED IN THE MINISTRY *SATISFACTION SURVEY*

DATA WILL BE AVAILABLE IN SEPTEMBER

	06/07	07/08
Grade 3/4	96%	
N =	141	
Middle	82%	
N =	141	
Total Responses	282	

PERCENTAGE OF ABORIGINAL SECONDARY STUDENTS REPORTING POSITIVE FEELINGS ABOUT THEIR SCHOOL EXPERIENCE, AS INDICATED IN A DISTRICT STUDENT SURVEY

	07/08
Secondary	60%
Total Responses	40

PERCENTAGE OF ABORIGINAL STUDENTS MISSING 20+ DAYS OF SCHOOL (K-8)

06/07 data is not available due to technical difficulties converting to the British Columbia electronic Student Information System (BCeSIS)

	07/08
Elementary	3%
Middle	6%
Total	4%

PERCENTAGE OF OUT-OF-SCHOOL SUSPENSIONS FOR ABORIGINAL STUDENTS
*Based on total number of suspensions within the district

	05/06	06/07	07/08
Elementary	4%	5%	17 % (2/12 students)
Middle	6%	9%	7%
Secondary	5%	7%	1%
Total	5%	8%	3%

PERCENTAGE OF ABORIGINAL STUDENTS ENROLLED IN DISTRICT ALTERNATIVE BEHAVIOUR PROGRAMS

	06/07	07/08
Elementary	12.5%	14%
Middle	12.5%	26%
Total	12.5%	22%

07/08 OBJECTIVES: GOAL 2

Continue strategies and structures that:

- Strengthen recognition of student success
- Promote leadership qualities in students
- Promote community strengthening and building
- Promote a welcoming environment for Aboriginal students and families in school
- Indigenize curriculum

Develop and implement strategies and structures that:

- Improve communication with Aboriginal students and families
- Improve secondary student involvement
- Identify secondary students perspectives on their 'sense of belonging' within schools

Student "sense of safety and belonging" emerged as a theme during the information-gathering phase of the *Enhancement Agreement.* Parents frequently commented that academic achievement was not their real concern. They believed the teachers would teach their children if they were at school. Parents wanted their children to develop meaningful relationships at school. They expressed a desire for their children to feel successful and hoped that they would want to go to school.

Several structures and strategies were already in place to support this goal. Additional strategies have been introduced to improve communication, build community, promote meaningful relationships and strengthen resiliency skills within students.

DATA ANALYSIS: GOAL 2

Over the past couple of years, the school district has been able to gather and disaggregate most of the data required in this goal area. Additional information has been collected through a secondary student survey and attendance data. This is the first year that the data will be combined and used to inform decision-making for the Aboriginal Education Program and should be considered baseline data. The performance indicators reported suggest further investigation is necessary in the following areas:

A. STUDENT SURVEYS

Students participated in the development of the secondary student survey. The wording of the questions and the length of the survey were carefully considered. It was piloted in the spring with small groups of students and adjustments were made (e.g., including names should be optional). The data collected this year is preliminary and incomplete due to timeline pressures. It does not represent any students who have left our school district prior to term three; therefore, it is safe to assume that mainly students who have a positive sense of safety and belonging answered the survey.

It is also of interest to note that the students that helped create the survey did not understand the concern expressed by parents. Students shared personal stories of experiencing racism in the community and shared that they did not have similar experiences at school. They acknowledged that students sometimes divide themselves by race or by interests at schools, but the groups are not discriminated against by race.

For future consideration:

- Collection of data needs to be earlier in the year in order to gather a more accurate representation of the students' voices.
- Compare data collected to the results reported in the Ministry Satisfaction Survey.

B. SUSPENSION AND ALTERNATE BEHAVIOUR PROGRAM DATA

The total out-of-school suspension rate for Aboriginal students is commensurate with the student population. However, the elementary results appear to show a significant increase from the previous year. This is result of overall low numbers of suspensions within the district at this level and the fact that 17% represents two students. The secondary results indicate a significant reduction from previous years reported, while the results for middle level students follow the trend for that level.

In the past year there has been an increase in the number of Aboriginal students attending the district's Alternate Behaviour Programs.

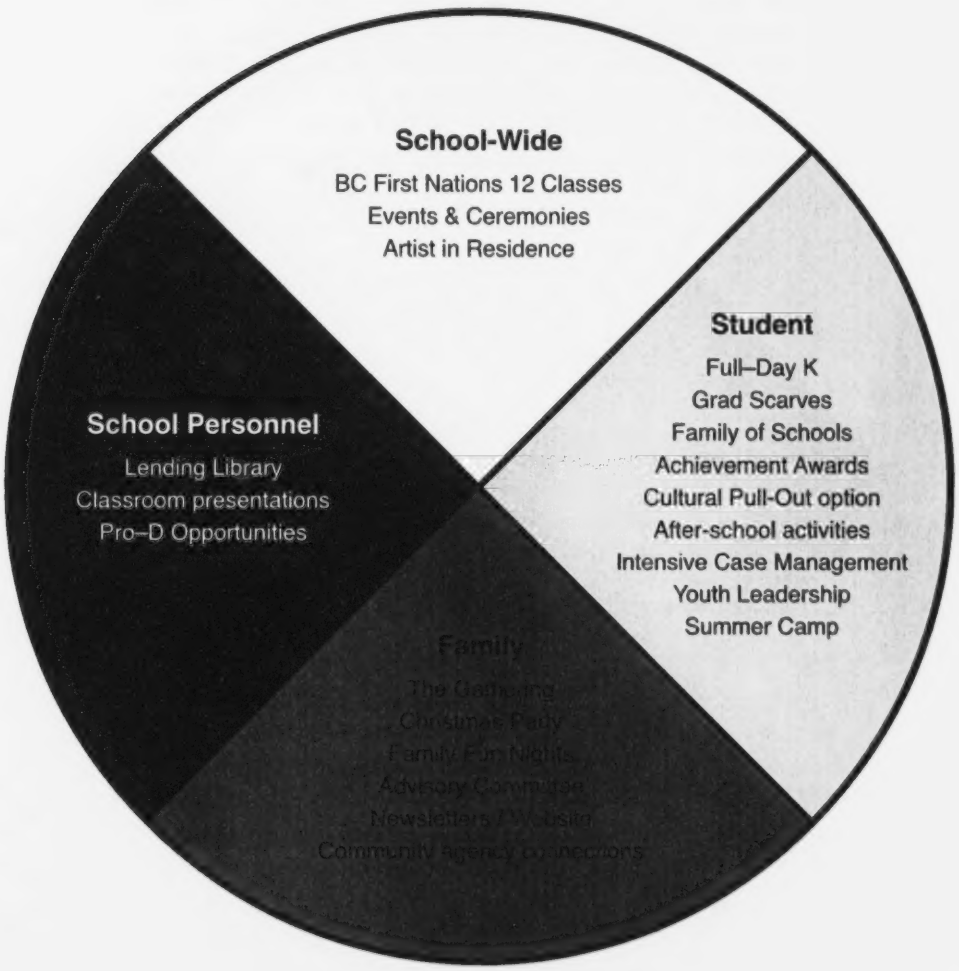
For future consideration:

- Is the number of secondary suspensions related in any way to the number of students leaving the school district?
- Is the number of students attending Alternate Behaviour Programs related to the structural changes made over the past couple of years to those programs? (e.g., the closing of Ioco School and implementing of Marathon Programs within schools.)
- Are additional supports for Aboriginal students being implemented prior to suspensions?

07 / 08 FRAMEWORK FOR SUCCESS (STRATEGIES & STRUCTURES)

GOAL 2

Increase the number of Aboriginal students reporting feelings of safety and a sense of belonging



GOAL 2

Increase the number of Aboriginal students reporting feelings of safety and a sense of belonging

07/08 FRAMEWORK FOR SUCCESS – GOAL 2		
	DESCRIPTION	**INDICATOR**
Artist in Residence	**Rationale:** Promote a welcoming environment for Aboriginal students and families, with Aboriginal art displayed in each school. **Procedures and Indicators:** See Goal 1	
Classroom presentations	**Rationale:** Bring an Aboriginal perspective to the class, and support the Aboriginal content requirements of the BC Social Studies Curriculum. **Procedures and Indicators:** See Goal 1	
School-wide events and Ceremonies	**Rationale, Procedures and Indicators:** See Goal 1	
BC First Nations 12 Classes	**Rationale:** Ensure BCFN12 class is an option for both Aboriginal and non-Aboriginal students in the district. **Procedures and Indicators:** See Goal 1	
Graduation Scarves	**Rationale, Procedures and Indicators:** See Goal 1	
Full-Day Kindergarten	**Rationale:** Provide an enriched literacy-and-language-based enhancement program through Aboriginal-based themes and activities. **Procedures:** Students attend their home school in the morning, for the regular Kindergarten program; and, attend Cape Horn Elementary in the afternoon, for an Aboriginal enhancement program. Supervision, activities and family time are available, as students arrive. Transportation is the responsibility of the families.	number of students participating parent survey

07/08 FRAMEWORK FOR SUCCESS – GOAL 2 (cont'd)		
Strengthening the Circle Youth Leadership Conference	**Rationale:** Provide leadership training for secondary students, grounded in Aboriginal practice and philosophy. **Procedures:** Students participate with the ten school districts of the Siya:Ye Yoyes Committee of the Fraser Valley.	number of students volunteering for leadership opportunities
Cultural Pull-Out Option	**Rationale:** Provide students opportunities to learn about Aboriginal cultures in small group settings with other Aboriginal students. **Procedures:** Students participate, with parents' consent, in a weekly session offered by the ASW's.	number of students participating
Family of Schools support model	**Rationale:** Aboriginal Education Department is structured to support a *Family of Schools* model. It provides potential for students to be supported by same staff members from K–12 and to build meaningful and consistent relationships with students and families. **Procedures:** School assignments for ASWs and Aboriginal Youth Workers (AYW) are from K–12. The schools are grouped to include the middle and elementary feeder schools for each of the district's eight secondary schools.	number of pro-active parent-initiated contact with AYWs meaningful relationship building
Intensive Case Management	**Rationale:** Focused on students, families and school staff, with the intention of supporting students; coordinate school and department efforts. A key outcome was the development of a tool that will guide the Ab. Ed. staff in improving collaboration with all partners. **Procedures:** Four case-studies were chosen at the middle school level. A leader worked closely with each AYW and the schools. A checklist, Aboriginal Education Planning Tool, has been developed to describe the information-gathering process and guide case management that is based on the principle of resiliency.	improved communication between home and school improved school attendance

07/08 FRAMEWORK FOR SUCCESS – GOAL 2 (cont'd)		
After-School Activities	**Rationale:** Develop meaningful relationships with vulnerable students and families through cultural- and/or community-related activities. **Procedures:** AYW's invite students to participate in community-based outings. Specifically, students with social and/or financial needs are and would benefit greatly from participation. Transportation is provided.	parent-initiated contact with YW relationship building between all students & AYW's
Elementary Christmas Party	**Rationale:** Develop and maintain meaningful relationships with Aboriginal elementary students and their families. **Procedures:** The annual event takes place on a Saturday in December. It includes: crafts, activities, food, goodie bags, book give-aways and a visit from Santa.	number of participants relationships between staff and families
Summer Camp	**Rationale:** Strengthen relationships between elementary students and department staff through cultural and non-cultural activities. **Procedures:** Two week-long camps are held at the beginning of July. Approximately 80 students from grades one though five attend. Students participate in a variety of activities and a one-day field trip.	number of participants relationship building between all students, AYW's & ASW's
Professional Development Opportunities	**Rationale, Procedures and Indicators:** See Goal 1	
Aboriginal Lending Library	**Rationale, Procedures and Indicators:** See Goal 1	
Aboriginal Education Advisory Committee	**Rationale, Procedures and Indicators:** See Goal 1	

07/08 FRAMEWORK FOR SUCCESS – GOAL 2 (cont'd)		
Annual Achievement Award Ceremony	**Rationale:** Acknowledge and celebrate achievements of secondary students. **Procedures:** Award ceremony is held during the annual Family Gathering. Nominations are received from the students' schools for the areas of: Citizenship, Most Progress, Fine Arts, Athletics, Leadership, Technology and Applied Skills, Academics, and Tapona. Students in grades 9-12 receive a certificate and a gift. Graduates receive a plaque from the department. Nine $500 bursaries are awarded to students who plan to further their education; one from each secondary school. One $300 bursary is awarded to a leadership student for post-secondary education.	numbers of recipients receiving awards at *The Gathering*
Talking Stick newsletter & Sharepoint site	**Rationale:** Improve communication with parents and students. **Procedures:** Newsletters are e-mailed to parents who provide e-mail addresses. Hard copies are distributed to the remainder of the families via the students' home schools. Distribution schedule of newsletters was determined after the secondary homeroom schedules were consulted. The department Sharepoint site is updated monthly. http://sites.sd43.bc.ca/district/aboriginaled/default.aspx	reduced complaints re: not getting newsletter
Liaison / Advocacy with schools and community agencies	**Rationale:** Improve collaboration and maximize effective supports for students. **Procedures:** Many Aboriginal agencies are in the beginning stages of establishing services and relationships in the community. AYW's facilitate referrals to appropriate agencies. The staffs of the Aboriginal agencies are welcome to volunteer at our *Family Fun Nights* and *Family Gathering* as a means of building relationships within the community.	increased involvement within the community and surrounding area

07/08 FRAMEWORK FOR SUCCESS – GOAL 2 (cont'd)		
Parent Focus Group – *Family Fun Night*	**Rationale:** Provide an opportunity for families to celebrate their heritage; building community, independence and capacity within the community as well as resiliency with the students. **Procedures:** The Parent Focus Group organizes and facilitates monthly family nights which includes cultural teachings, activities for students, food, and a sense of community.	number of participants
Annual celebration of National Aboriginal Day/ *The Family Gathering*	**Rationale:** Celebrate the successes of our Aboriginal students through an event that continues to build community, independence and capacity. **Procedures:** Annual celebration is held on a Saturday close to June 21st in a park, near water. Event consists of performances, guest presenters, crafts, display of cultural artifacts and a salmon feast.	number of participants

GOAL 3

Improve Aboriginal students' achievement

PERFORMANCE INDICATORS

- Early Literacy Development – District kindergarten classroom assessment
- Early Primary Language Development – District language screening – Grade 2
- Literacy – Grade 3 reading - Classroom Assessment Based on Teacher Judgment
- Numeracy – Grade 5 & 8 problem-solving skills – Classroom Assessment Based on Teacher Judgment

(n* = the subgroup of students who self identify as having Aboriginal ancestry and whose classes were involved in district data collection)

ABORIGINAL KINDERGARTEN STUDENTS' ASSESSMENT PERCENTAGE OF ABORIGINAL STUDENTS AT EACH LEVEL OF EARLY LITERACY SKILLS: 1 = LEAST; 4 = MOST

	05/06	06/07	07/08
Level 4	11%	34%	8%
Level 3	42%	28%	47%
Level 2	23%	23%	31%
Level 1	25%	15%	14%
n*=	53	53	49

PERCENTAGE ABORIGINAL STUDENTS IN GRADE 2, *MEETING OR EXCEEDING EXPECTATIONS* IN THE AREA OF EARLY PRIMARY LANGUAGE DEVELOPMENT – LANGUAGE SCREENING

	05/06	06/07	07/08
	71%	73%	85%
n*=	78	69	72

PERCENTAGE OF ABORIGINAL STUDENTS IN GRADE 3, *MEETING OR EXCEEDING EXPECTATIONS* IN THE AREA OF LITERACY - READING

	05/06	06/07	07/08
	80%	80%	82%
n*=	69	55	67

PERCENTAGE OF ABORIGINAL STUDENTS IN GRADES 5 & 8, *MEETING OR EXCEEDING EXPECTATIONS* IN THE AREA OF NUMERACY – PROBLEM SOLVING SKILLS

	05/06	06/07	07/08
Grade 5	88%	84%	82%
n*=	59	50	77
Grade 8	67%	60%	71%
n*=	48	57	65

07/08 OBJECTIVES: GOAL 3

Continue strategies and structures that:

- Support targets for Aboriginal students identified in District Performance Plan (transitional Accountability Contract)
- Support Aboriginal students' academic success

The *Aboriginal Education Enhancement Agreement* is closely connected to the 2007 -2008 *District Achievement Contract* as it is the daily experiences in schools that will make a difference and truly change the reality for Aboriginal learners. The schools take the lead in the academic goal areas for Aboriginal students. The primary areas of focus for the Aboriginal Education Program have been cultural education, early intervention, transition planning and supporting the goals of the *District Achievement Contract* for Aboriginal learners.

DATA ANALYSIS: GOAL 3

The school district has been able to gather and disaggregate data collected through several measures of literacy and numeracy: *Classroom Assessment Based on Teacher Judgment.* An additional measure, the *Early Primary Language Development – Language Screening*, has been locally-developed by Speech and Language pathologists.

Data indicate consistent trends for the past three years. Participation rates are low for Aboriginal students despite an increasing number of schools participating in the district's data collection.

For future consideration:

- Is the data truly skewed due to low Aboriginal students' numbers?
- Are the Aboriginal students' results disaggregated accurately?
- How can we develop a more consistent, objective process of disaggregating data for Aboriginal students?

07 / 08 FRAMEWORK FOR SUCCESS (STRATEGIES & STRUCTURES)

GOAL 3

Improve Aboriginal students' Achievement

GOAL 3

Improve Aboriginal students' achievement

07/08 FRAMEWORK FOR SUCCESS – GOAL 3		
	DESCRIPTION	**INDICATOR**
District Achievement Contract (Transitional Accountability Contract)	The specific objectives and long-range targets are identified in all four goal areas of the district's focus on student learning. (See 2007 – 2008 *Performance Plan*)	
BC First Nations 12 Classes	**Rationale:** Ensure BCFN12 class is an option for Aboriginal and non-Aboriginal students in the district. **Procedures and Indicators:** See Goal 1	
Intensive Case Management (Pilot)	**Rationale, Procedures and Indicators:** See Goal 2	
Gifted Program (Pilot)	**Rationale:** Aboriginal students have been under-represented in the category of identified gifted students. **Procedures:** Year one has consisted of: research, investigation and preliminary testing of appropriate assessment measures for Aboriginal students; raising awareness with district teachers of gifted Aboriginal students; and assessing current data.	number of students being identified as 'gifted'
Literacy Initiatives (Pilot)	**Rationale:** Support schools with high population of Aboriginal students address the literacy needs of their students. **Procedures:** Three schools (2 elementary, 1 middle) are piloting locally-developed programs in an effort to meet the needs of Aboriginal students.	improved literacy skills for participating students

07/08 FRAMEWORK FOR SUCCESS – GOAL 3 (cont'd)		
Family of Schools support model	**Rationale, Procedures and Indicators:** See Goal 2	
Cultural Pull-Out Program	**Rationale, Procedures and Indicators:** See Goal 2	
Full-Day Kindergarten	**Rationale, Procedures and Indicators:** See Goal 2	
Homework Help Program	**Rationale:** To provide students with homework support. **Procedure:** Qualified teachers provide homework assistance in small group settings. Sessions are held in three locations, four evenings per week from October to May. (This service is highly regarded by parents.)	unknown
Fast-track psych-ed and Speech Lang. assessment	**Rationale:** Support schools with assessment and early intervention. Historically, Aboriginal students needing assessment had a high mobility rate and were often missed. **Procedures:** Requests for assessment are processed through the established district referral method. When available, additional school psychologist time is assigned by the Director of Student Services to assist with the testing of Aboriginal students.	number of students assessed
Gr. 2 Speech Lang. Screening	**Rationale:** Speech Language Pathologists indicated that Aboriginal students were not being referred for services early enough, reducing the success of interventions. **Procedure:** Gr. 2 students are screened by a Speech Language Pathologist, using a locally-developed assessment tool.	improved number of participants passing screening

07/08 FRAMEWORK FOR SUCCESS – GOAL 3 (cont'd)		
Gr. 2 Speech Lang. group sessions for students not eligible for therapy	**Rationale:** Early intervention based on results from the Gr. 2 Speech Lang. screening. **Procedure:** Students participating do not qualify for Speech Therapy, but are identified as students who would benefit from short-term, targeted intervention. Students are re-screened in Gr. 3.	improved assessment results and sustained results
Aboriginal Post-Secondary Fair	**Rationale:** Provide Aboriginal students with the opportunity to gather information about options available for them at local post-secondary instututions. Provide students with the opportunity to meet with the Aboriginal staff of the institutions. These connections are not readily available during the usual secondary school post-secondary fairs. **Procedure:** Aboriginal contacts and recruiters from ten post-secondary institutions attended. Secondary school counsellors, career counsellors, administrators, students and their parents were invited to attend.	number of participants
Annual Achievement Award Ceremony	**Rationale, Procedures and Indicators:** See Goal 2	
Aboriginal Lending Library	**Rationale, Procedures and Indicators:** See Goal 1	
Professional Development Opportunities	**Rationale, Procedures and Indicators:** See Goal 1	
Aboriginal Education Advisory Committee	**Rationale, Procedures and Indicators:** See Goal 1	

GOAL 4

Improve *Grade-to-Grade Transition Rates* and *Six-Year Dogwood Completion Rate*

PERFORMANCE INDICATORS

- *Grade-to-Grade Transition Rates*
- *Six-Year Completion Rate*
- Attendance records of Aboriginal students in Kindergarten through Gr. 8
- Aboriginal students' out-of-school suspension data
- Number of Aboriginal student in alternate behaviour programs

GRADE-TO-GRADE TRANSITION RATES FOR ABORIGINAL STUDENTS

	6 to higher	7 to higher	8 to higher	9 to higher	10 to higher	11 to higher
04/05	95%	98%	95%	94%	85%	62%
05/06	95%	97%	97%	94%	80%	84%
06/07	99%	100%	93%	93%	84%	89%

***SIX-YEAR DOGWOOD COMPLETION RATES* FOR ABORIGINAL STUDENTS**

03/04	04/05	05/06	06/07
68%	63%	66%	62%

PERCENTAGE OF ABORIGINAL STUDENTS MISSING 20+ DAYS OF SCHOOL (K-8)

	07/08
Elementary	3%
Middle	6%
Total	4%

PERCENTAGE OF OUT-OF-SCHOOL SUSPENSIONS FOR ABORIGINAL STUDENTS

* based on total number of suspensions within the district

	05/06	06/07	07/08
Elementary	4%	5%	17% (2/12 students)
Middle	6%	9%	7%
Secondary	5%	7%	1%
Total	5%	8%	3%

PERCENTAGE OF ABORIGINAL STUDENTS ENROLLED IN DISTRICT ALTERNATIVE BEHAVIOUR PROGRAMS

	06/07	07/08
Elementary	12.5%	14%
Middle	12.5%	26%
Total	12.5%	22%

07 / 08 OBJECTIVES: GOAL 4

Develop, implement and carry-on with strategies and structures that:

- Continue to improve communication between the Aboriginal Education Department, students, families and school staffs
- Develop meaningful relationships with students
- Provide resources for teachers to support Aboriginal content in curriculum

As mentioned previously, the Medicine Wheel teaches that every action impacts more that one area. All strategies and structures of the *Aboriginal Education Enhancement Agreement*, the *District Peformance Plan* and future *Accountability Contracts* have an effect on the *Grade-to-Grade Transition Rate* and *Six-Year Dogwood Completion Rate*.

During the information gathering phase of the *Enhancement Agreement*, parents and students share their dreams in reference to educational goals. Parents wanted their children to have the skills and ability to find meaningful work, to develop meaningful relationships, and to find happiness. Students dreamt of having the ability to be independent, to have the skills to obtain good-paying jobs, to raise happy families, and to have 'cool' cars. The goals of the *Aboriginal Education Enhancement Agreement* are based on the dreams of the students and their families. The performance indicators of *Goal 4* are an indication of how well we, as a school district, are improving the learning and life opportunities for Aboriginal students in School District No. 43.

DATA ANALYSIS: GOAL 4

Attendance, suspension and Alternate Behaviour Program data has been addressed in the data analysis of *Goal 2* with the following noted for future consideration:

- Is the number of secondary suspensions related in any way to the number of students leaving the school district?
- Is the number of students attending Alternate Behaviour Programs related to the structural changes made over the past couple of years to those programs? (e.g., the closing of Ioco School and implementing of Marathon Programs in schools.)
- Are additional supports for Aboriginal students being implemented prior to suspensions?

Grade-to-Grade Transition Rates show improving results with the exception of the grade 8 and 9 cohort (currently enrolled in grades 9 and 10 respectively).

Six-Year Completion Rates are tracked by the Ministry of Education. They represent the percentage of students who receive a British Columbia Dogwood Certificate up to and including one year after their anticipated graduation year. Due to continuous improvements in data collection, the information can be reported up to two years later, as in the case of the 05/06 data. In the school district's *05/06 How Are We Doing Report?*, which complies all the disaggregated data for Aboriginal students that is collected by the Ministry of Education, a 62% *Completion Rate* was reported. The *06/07 How Are We Doing Report?*, adjusted the reported data to 66%.

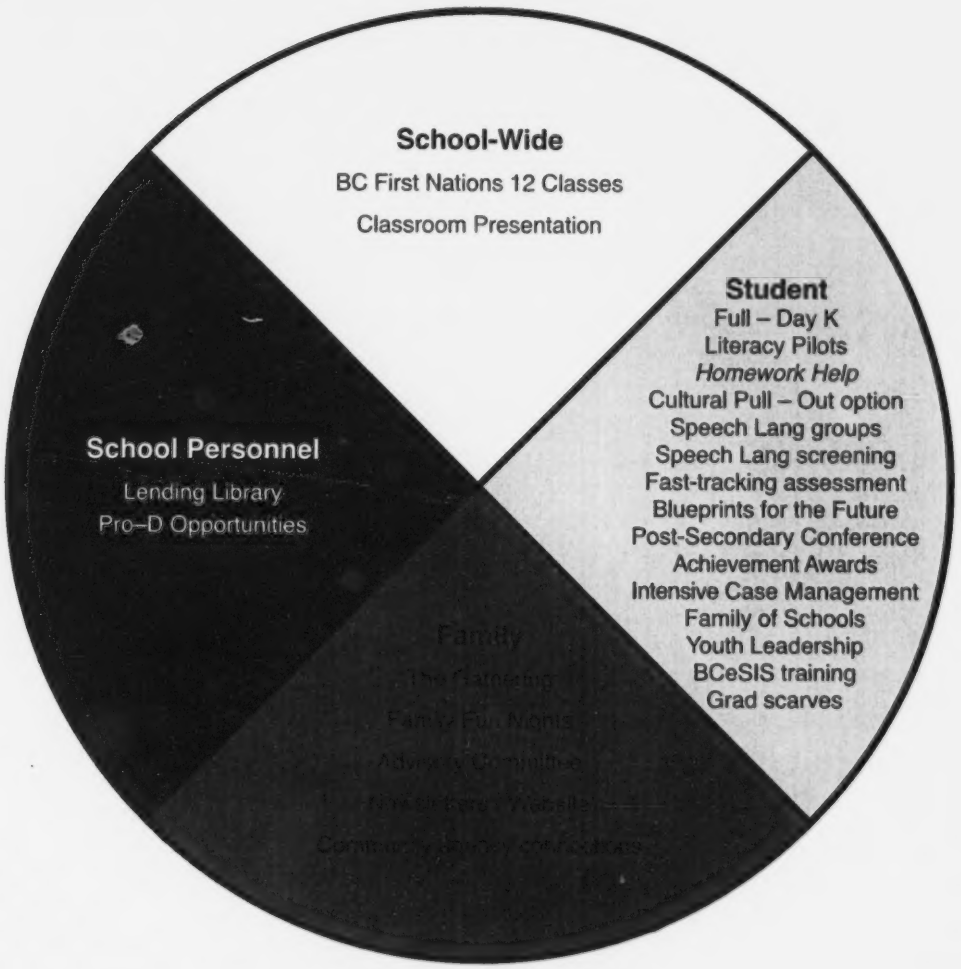
For future consideration:

- How can transition from the middle to secondary level be supported more effectively?

07 / 08 FRAMEWORK FOR SUCCESS (STRATEGIES & STRUCTURES)

GOAL 4

Improve *Grade-to-Grade Transition Rates*
and
Six-Year Dogwood Completion Rate



GOAL 4

Improve *Grade-to-Grade Transition Rates* and *Six-Year Dogwood Completion Rate*

07/08 FRAMEWORK FOR SUCCESS – GOAL 4		
	DESCRIPTION	**INDICATOR**
Classroom presentations	**Rationale, Procedures and Indicators:** See Goal 1	
BC First Nations 12 Classes	**Rationale:** Ensure BCFN12 class is an option for both Aboriginal and non-Aboriginal students in the district. **Procedures and Indicators:** See Goal 1	
Intensive Case Management (Pilot)	**Rationale, Procedures and Indicators:** See Goal 2	
Family of Schools support model	**Rationale, Procedures and Indicators:** See Goal 2	
Cultural Pull-Out Program	**Rationale, Procedures and Indicators:** See Goal 2	
Full-Day Kindergarten	**Rationale, Procedures and Indicators:** See Goal 2	
Gr. 2 Speech Lang. Screening	**Rationale, Procedures and Indicators:** See Goal 3	
Gr. 2 Speech Lang. group sessions	**Rationale, Procedures and Indicators:** See Goal 3	
Fast-track psych-ed & Speech Lang. assessment	**Rationale, Procedures and Indicators:** See Goal 3	

07/08 FRAMEWORK FOR SUCCESS – GOAL 4 (cont'd)		
Homework Help Program	**Rationale, Procedures and Indicators:** See Goal 3	
Strengthening the Circle Youth Leadership Conference	**Rationale, Procedures and Indicators:** See Goal 2	
Blueprints to the Future Conference	**Rationale:** Provide students with opportunities to meet Canadian Aboriginal role models; provide opportunities to meet Aboriginal youth from across Canada; and participate in a large Post-Secondary Fair **Procedures:** The National Aboriginal Achievement Foundation hosts an eastern and western conference each year. Twelve students interested in Aboriginal leadership are invited to attend.	vary each year
Aboriginal Post-Secondary Conference	**Rationale, Procedures and Indicators:** See Goal 3	
Graduation Scarves	**Rationale, Procedures and Indicators:** See Goal 1	
Annual Achievement Award Ceremony	**Rationale, Procedures and Indicators:** See Goal 2	
Professional Development Opportunities	**Rationale, Procedures and Indicators:** See Goal 1	
Aboriginal Lending Library	**Rationale, Procedures and Indicators:** See Goal 1	

07/08 FRAMEWORK FOR SUCCESS – GOAL 4 (cont'd)		
Aboriginal Education Advisory Committee	**Rationale, Procedures and Indicators:** See Goal 1	
Parent Focus Group – *Family Fun Night*	**Rationale, Procedures and Indicators:** See Goal 2	
Annual celebration of National Aboriginal Day / *The Gathering*	**Rationale, Procedures and Indicators:** See Goal 2	
Talking Stick newsletter & Sharepoint site	**Rationale, Procedures and Indicators:** See Goal 2	
Liaison / Advocacy with schools and community agencies	**Rationale, Procedures and Indicators:** See Goal 2	
BCeSIS training for staff	**Rationale:** More effectively use of technology to gather information and efficiently. Youth Workers were trained and given district-wide access for attendance and contact information.	

SCHOOL DISTRICT NO. 43
2007 - 2008 ABORIGINAL EDUCATION ADVISORY COMMITTEE

• Elizabeth Thompson	School District No. 43
• Margaret Mary Deck	School District No. 43
• Marurice Nahanee	Elder and Kwikwetlem First Nations
• Lorraine Richard	Aboriginal Parent Focus Group
• Lolita Wittur	Aboriginal Parent Focus Group
• Robert Thompson	Aboriginal Parent Focus Group
• Theresa Karhukangas	Aboriginal Parent Focus Group
• Brenda Walker	Principals' & Vice-Principals' Association
• Terri-Mae Galligos	Coquitlam Teachers' Association

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SCHOOL DISTRICT NO. 43
2007 - 2008 ABORIGINAL EDUCATION DEPARTMENT STAFF

• Elizabeth Thompson	Director of Student Services
• Margaret Mary Deck	Coordinator
• Terri-Mae Galligos	Teacher
• Bonnie Dolan	Program Secretary
• Walter Larson	Youth Worker
• Angela Bell	Support Worker
• Carrie Clark	Youth Worker
• Shelley Saje-Ricci	Support Worker
• Clay Little	Youth Worker
• Carmen McKay	Support Worker
• Lori Halcro	Youth Worker
• Sabrina Cicansky	(On-Leave)
• Gwendell Gaucher	Casual Support Worker
• Dallas Yellowfly	Support Worker